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ABSTRACT

A conference on research for better schools was held to focus on the expressed needs of educators in Tennessee. The following discussion papers were provided to summarize available research data: Trends in Federal Programs for the 70's (RC 005 390); Review and Synthesis of Research on Vocational Education in Rural Areas (ED 034 632); Student Activism--An Overview (ED 045 250); The Volunteer--An Educational Resource (ED 048 981); Relationship of Power and Authority in Rural Areas (ED 048 980); A Planner's Reference Guide Relating to Socioeconomic Factors Within Appalachia as Applied to Public Education (ED 045 279); Rural and Small School Consolidation--Some Problems and Procedures (ED 048 979); Analysis of Attitudes Relative to Education in the Appalachian Region (ED 048 982); An Overview of Federal Programs and Their Impacts on Appalachia (ED 048 978); and Educational Innovations in Rural America (ED 045 241). Consultants were provided for group discussions and individual conferences. Summeries of the conference sessions are provided, as are participants' evaluations of the conference and discussion papers. (LS)

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INTRODUCTION

The second of two Federal Project Workshop Conferences was held April 5-7, 1971. The prior workshop conference (1970) is reported in detail in a separate report. This report constitutes the final report for the Federal Projects Workshop funded by Title I of the Higher Education Act of 1965 and was supported by The University of Tennessee, College of Education; Public Schools for Cooperative Research (PSCR); the Educational Resources Information Center/Clearinghouse for Rural Education and Small Schools (ERIC/CRESS); and, cooperatively, by numerous other groups and agencies.

The Final Report for the Project includes, besides this document, the initial Workshop report, two publications relating to federal trends, and numerous documents supplied by ERIC/CRESS.

This report was prepared by C. M. Achilles, Project Director, and Paul Kelley, PSCR Fellow, 1970-71.

BACKGROUND AND PREPARATION

In the Fall of 1969, the National School Development Council (NSDC) conducted a nationwide survey of major problems and issues in education as perceived by superintendents who were members of school study councils. The PSCR, an East Tennessee school study and development council, participated in this survey. As a result, there was generated a list of problems and issues in education relative to the needs of Tennessee. (This list was remarkably similar to the national ranking. Both rankings are shown in Attachment A.)

Based upon this list, the ERIC/CRESS (located at New Mexico State University in Las Cruces, New Mexico) was contacted and asked to participate in a research and dissemination conference to be held at The University of Tennessee sometime after the beginning of the 1971 year. The ERIC/CRESS organization agreed to develop a series of working papers

which would synthesize the research pertinent to the major topics identified by the superintendents. These working papers would then be made available to conference participants.

The working papers sent to the participants in advance of the conference (when possible) were to serve as bases for small group discussions and, through interaction of conference participants, areas of need for additional research were to be identified. Conference consultants were to apply information from the research documents to the expressed problems of the local school personnel in the hope that this would provide ideas and/or direction for local project and proposal development.

Not only did ERIC/CRESS provide the working papers, but it also sent its director and three research associates to discuss the papers with conference participants. Time spent by these consultants at the conferences, as well as their per diem expenses, were paid for by ERIC/CRESS; only their travel expenses were charged to the project. The major contribution, however, of ERIC/CRESS was two-fold: (1) the synthesis and development of papers by staff and consultants at no charge to the workshop; and (2) the duplication of papers for each conference participant. This was also done at no cost to the workshop.

Brochures announcing the conference were developed and distributed throughout Tennessee and the Appalachian region. Announcements of the conference were made at several meetings (an Appalachian Regional Commission (ARC) meeting in Washington, D. C.; a Tennessee Education Association (TEA) meeting in Nashville; and others) and personal contacts and phone calls were utilized to solicit attendance. A copy of the conference brochure is provided as Attachment B.

The actual conference dates were April 5-7, 1971. Attendance, or the number who enrolled, consisted of 73 participants and 14 consultants, for a total of 87 in attendance. An analysis of the participants enrolled showed the following breakdown: 17 doctoral students; 15 out-of-state personnel; 16 representatives of higher education; 12 representatives of multi-district agencies (e.g., educational cooperatives

and local development districts); 11 representatives of PSCR; and five Tennessee State Department of Education personnel. A complete list of participants and consultants for the April, 1971, conference is provided in Attachment C.

It became apparent as the conference progressed that two days would have been sufficient. By the third day, a substantial number of conference participants had left and the number of discussion groups had been considerably reduced. Certainly, this observation will be reflected on the evaluation forms.

Other than the final report, only one document was produced by the conference. That document, "Federal Program Trends for the 70's," was sent to all conference participants and is included with the final report.

As a result of the conference, several requests for technical assistance were generated. Specifically, two letters of interest for two separate competitions were developed by Anderson, Roane, and Morgan Counties relative to an experimental school in the Oliver Springs area. Also, a request for assistance was honored for the Clinch-Powell Educational Cooperative (an EPDA B-2 training proposal and a proposal to ARC).

It is the opinion of the director, based on discussions with conference participants and others, that some funds for continuing technical assistance of this nature would benefit the State of Tennessee through increased funding of projects. By being able to draw upon a fund to help get professional help, school districts that do not have their own resources are able to hire expert help in development of projects and proposals. As was seen from the initial investment in this project in 1968, a small amount of money can last for a long time and program benefits can be spread throughout the State. It would seem logical that some continuing support should be given to a project or fund of this nature, especially since the funds invested tend to produce more funds. Also, it should be possible to provide this assistance through joint efforts of several institutions of higher education and coordinate these through Title I, HEA.

Agencies actively involved in the sponsorship of this conference were Title I of the Higher Education Act of 1965; ERIC/CRESS; PSCR; and the College of Education at The University of Tennessee. Three other agencies provided free consultant help and, in most cases, travel and per diem for their consultants. These agencies were: the Tennessee Valley Authority (TVA); the Appalachian Regional Commission (ARC); and the Appalachia Educational Laboratory (AEL).

In obtaining consultants for this conference, an attempt was made to obtain a wide range of experience. A successful local school district federal projects coordinator and grant writer was used along with a federal program and project man from an institution representing the Tennessee state college system, a consultant from a major institution in northern Appalachia, and the coordinator for field services at The University of Tennessee, Knoxville. The AEL sent its director, and the ARC sent its director of the educational services staff to serve as consultants in the project. The director of ERIC/CRESS served as a consultant, as did three research associates who developed conference papers.

It would certainly be difficult to estimate the contributions made to this conference by ERIC/CRESS, ARC, AEL, and others in true dollar values. As with the first conference, the contributions of the consultants probably exceeded the conference budget. As it may be recalled (and as can be verified by the review of the first progress report), the number and quality of consultants for the first conference were also outstanding. The dollar value of those consultants, at the conservative rate of $75 per day, and the cost of their travel and per diem would have exceeded $4,000. This is true of the second conference, also.

SUMMARY OF CONFERENCE SESSIONS

Each consultant was asked to keep a subjective summary of conference sessions he attended. The full range of scheduled events (small group sessions related to the research papers prepared) is shown in the schedule presented in Attachment D.

Rural Power Structure

Discussion descriptors: levels of decision making, shared responsibility for decision making, public involvement in the decision making process, models for decision making, and differences in rural and urban power bases.

Problem Areas:

1. Levels of decision making must filter down to the practitioner--the principal, the teacher, and those affected by the decision.

2. Commitment to developed policy--the staff, board of education, and those affected should be involved in all communication efforts.

3. Public involvement. The need was expressed for much more public participation in policy development. Education is too important an effort to leave to educators alone. Administrators and educators proclaim an "open door" philosophy and practice the "closed door" philosophy which they seek to maintain.

4. Models. An examination of previously conceived models for informing the public (i.e., moving parents into the classroom situation versus moving the classroom situation into the community).

5. Urban/rural power structure. The rural superintendent may be more politically responsible to the area and more responsive to the "petty" requests because of the elective nature of his office. The urban superintendent may be more responsive to board of education members than to the populace at large because of the appointive nature of his status.

Questions Unresolved:

1. Should there be consensus on policy prior to recommendation and adoption?

2. What is the role of the "public" in policy formation (affected populace)?

3. What is the role of the professional educator in policy formation?

4. How much "honest" dialogue occurs between the student activist and the professional educator?

5. Who is responsible for the continuing education of the professional?
6. What are the stumbling blocks to effective dialogue between educators and the public at large?

Impact of Educational Change Efforts in Appalachia

Discussion descriptors: educational cooperatives, communication model for cooperatives, development of cooperative concept, developmental activities of embryonic cooperatives, administrative structures for cooperatives, and implications.

Problem areas:

1. Effective leadership development and expertise of the executive director and the importance of his role in successful implementation of cooperatively developed programs.

2. District commitment, not only to rationale of cooperation, but also to commitment of dollars, staff time, and attention to service that can be provided on an interdistrict level.

3. Expanding and changing the relationship of the local school districts to the University and the relationship of the University to the local school districts. There should develop an orientation toward "working partnerships" in their relationship. As interaction and serious commitments increase, so does the possibility for effective partnerships.

Student Activism

Problem area. Administrators and faculty seldom develop preventive programs that will permit orderly change to occur in dress codes, rules, and regulations, and curricula. They develop a brushfire operation to deal with crises.

Research needs. Need additional analysis and research to identify ways in which students can express themselves and influence the education environment without having to riot or burn down a building to get the attention of educators. How can students and student organizations become

a part of the group process which should pervade decision making? What steps should educators take to enlist students in developing a "Student Bill of Rights"? (Editor's note: see Saturday Review, May 22, 1971, pp. 60ff.)

The session on student activism centered on the lack of strength in the area, the sparsity of publications describing tested intervention strategies, and the lack of models of relevant forms of student governance.

Stress was placed on the need for pro ctive leadership rather than reactive administration, a viable communications system, shared power, and decision making with all relevant factors involved. The ERIC/CRESS materials served as a springboard for discussion which ultimately centered on local problems.

Questions evolving from the discussion indicated a concern for carrying the public along when developing new programs, finding appropriate ways to involve the board of education, and so on.

The Power Structure

Problem Areas:

1. Communication between the educational system and the public and within the educational system is weak.

2. LEA's, universities, state departments of education, and federal agencies do not cooperate with each other to secure educational improvements.

3. All segments of education shy away from the demand of accountability.

4. Educators are reluctant to discuss of identify the power structure in a local setting. They are reluctant to identify their role in the power structure.

Research Needs:

1. How can the people or their designated representatives be involved in making decisions? How can they influence the small group of people who currently make decisions and form the power structure?

2. How do you identify the power structure(s) in a geographic area?

3. How can education assess its strengths and weaknesses and influence the power structure to authorize change?

Vocational Education in Rural Areas

Problem Areas:

1. Vocational opportunities are limited in almost all rural school systems.

2. Limited local support restricts the development of vocational education programs.

3. If vocational education programs are developed, they tend to have a poor image in the community.

Research Needs:

1. How do you determine the vocational curricula for a high school?

2. What program areas are really needed in rural schools?

3. What grade levels should we include in planning a vocational education program?

4. How can we provide local, state, and federal funds and still allow local school systems to determine their priorities, and develop comprehensive vocational programs?

5. How should teachers be trained and certified for vocational education?

6. Should agriculture and home economics programs be continued? In their present form? In a modified form?

The Volunteer--An Educational Resource

Problem Areas:

1. The role of volunteer aides for rural school systems has not been defined.

2. Educators are reluctant to allow citizens from the community to see the school operation from the inside.

3. State laws do not spell out the role(s) of the volunteer.

4. Reasons why educators may not initiate a volunteer program: (a) principals do not want to fool with them; (b) a teacher may view an aide (volunteer) as a threat; (c) some teachers may want to use volunteers too much; or (d) some volunteers discuss individual school problems in the community.

Research Needs:

1. Define the role and scope of volunteer activities, legal roles, and source of funds for volunteers.

2. What preservice and inservice activities should a school system provide for teachers, principals, and volunteers?

3. How do you measure the impact of volunteers on individual children and groups of children?

Impact of Educational Change Efforts in Appalachia

A consensus indicated that the group felt that change was very difficult to engineer in Appalachia because of the strong cultural norms. For instance, they felt there had been too little money available, too many strings attached, too few persons available to give leadership, and not enough time available.

The political climate was also singled out as a deterrent to effecting change. Other factors discussed were the low per pupil expenditures, the low tax base, and problems of teacher certification.

Impact of Federal Programs

Other than changes in the math, science, and foreign language curricula, the group felt that Appalachia had been little affected in any lasting way by federal involvement in education.

It was pointed out that there was a need for federally sponsored demonstration programs in the region that could serve as models. The design of appropriate models remains a problem.

Attitudes Toward Education in Appalachia

Participants from the Appalachia region stressed the multiplicity of regional variations in attitude and warned against stereotyping and the tendency to overgeneralize when characterizing the peoples of Appalachia.

It was generally agreed that there tended to be an anxiety factor operant with Appalachian people; they often lacked appropriate coping behaviors when thrust into unfamiliar situations and surroundings.

The group tended to question the viability of the difference(s) between the Appalachian region and the outside world, wondering if perhaps it was not more fruitful to consider the basic differences between rural people and those in an urban culture.

EVALUATION

The following subjective assessment of the conference was provided by one of the major consultants and is presented (edited) and follows:

With regard to the conference, there are several comments I would like to make. First of all, I would like to congratulate you on the apparent progress you have made in communicating with that particular audience. I had only been involved once previously with people from Appalachia and found them to be rather aloof. It looks as if some attitudes are beginning to change.

The remaining comments are directed to specific topics and are as follows:

1. Date. The date chosen was good from our standpoint, but from listening to some of the participants, it was not a very opportune time. Apparently, budget hearings were being conducted at the latter part of the conference. Also, not too many people want to travel to conferences so close to a holiday.

2. Length. I tend to agree with you that three days was too long. A day and a half of concentrated work should suffice.

3. Discussion topics. Too many subjects were introduced for this length of time. Attendance was poor at quite a few of the sessions. I like the idea of identifying the topics the way you did; however, I think it should be carried one step further.

After identifying the topics, send them to the participants to rank order according to interest. Then you could concentrate on two or three topics and go into more depth. I also feel that the papers were inadequate as working papers. Space should have been left for comments alongside some declarative, abbreviated statement or question. There should be an opportunity to develop a tangible product as an outgrowth of these "worked over" papers.

4. Conference format. The method used of not having the participants "talked at" by experts was quite good. The small group session, however, could have been a bit more structured. By this, I mean someone in each group should have been designated as the moderator with some definite objectives for the session. Some apparent slight antipathy of some conference participants toward higher education might have been eliminated by asking them to chair sessions and/or participate on panels. Definite guidelines and materials would have to be provided to them prior to the meeting.

5. Consultants. This was a very important part of the conference, especially the sessions that Dr. Hoyt participated in. I believe this practice should definitely be continued. Perhaps a bit more time could be given those who possess knowledge applicable to the whole group in the general session. Dr. Hoyt had to repeat things often.

All in all, I was satisfied with the results of the conference. We have received some requests for information which indicates some of them heard us. We need all the help we can get when spreading the "Gospel of St. ERIC."

The papers that were used in the workshop have all been distributed so that complete sets are not available for distribution. A list of all papers is provided as Attachment E.*

A participant evaluation checklist was developed as a means of getting a general reaction to the workshop. This was held approximately six weeks prior to mailing to give the participants some time to think about the conference retrospectively. (A copy of this evaluation form with tallies is provided in Attachment F.)

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*Incomplete sets of the papers are available for distribution from the Conference Office as long as they last. Copies of all papers are available from ERIC/CRESS.

Generally, participants were satisfied with the structure and length of the conference and rated it useful or quite useful. They were almost unanimous in rating consultants useful, informed, and helpful. Most stated that as a result of the conference they had new perspective on the operation of the ERIC system, the application of research findings to local problems, the utilization of research information in helping solve local problems, the development of various federal program ideas, and various trends in federal education interest and programs that might assist in meeting local needs.

RESULTS OF THE CONFERENCE

The conference workshop on Federal Projects was completed on April 7. As a result of the conference, there have been several requests from individuals or groups of school districts for technical assistance in the development of federal programs. It is within the scope and spirit of the Federal Projects Workshop to provide this individualized technical assistance to school districts as a procedure for bringing more federal funds to bear on the problems of education in Tennessee. Thus, the director of the Federal Projects has agreed to provide individualized assistance to the Roane County Board of Education for the development of a project which will include pupils from Roane, Anderson, and Morgan Counties in the Oliver Springs area. A copy of the second experimental school competition proposal is included as Attachment G. This proposal, as did the original proposal, reached the finals of the competition as judged by panels of professional readers. Unfortunately, as only three to five projects are funded annually, this project was not selected for funding.

Attachment H shows a letter from one East Tennessee school district suggesting the dollar value of the Federal Projects Workshop Conference to its developmental activities. Since a true product evaluation of the worth of a technical assistance-type project would include a statement of cost benefits, the material from this school district could be considered representative. Other projects which had their

genesis, impetus, or some support from this Title I activity would include: (1) TAEC--EPDA-D, EPDA-B2, ARC Planning Grant; (2) CPEC--EPDA-B2, ARC Planning Grant, ARC Operational Grant, several Title III ESEA project activities.

Thus, for the relatively small investment of 7200 Federal dollars, there can be demonstrated--even from very incomplete returns and tabulations--a terrific cost-benefit ratio on projects already funded and on projects still pending funding. If HEA-I is to serve a "multiplier effect" for programs, this program must be termed a success.

SUMMARY

This conference on research for better schools was planned to focus on expressed needs of educators. Working papers were provided to summarize available research data on the topics. Consultants were provided for group discussions and individual conferences. That the conference was successful is evident from the responses of consultants and participants alike.

ATTACHMENT A

NATIONAL SCHOOL DEVELOPMENT COUNCIL NATIONAL SURVEY OF AREAS OF CONCERN AS EXPRESSED BY STUDY COUNCIL MEMBERS AND MEMBERS OF PUBLIC SCHOOLS FOR COOPERATIVE RESEARCH

SUMMARY OF NATIONAL SCHOOL DEVELOPMENT COUNCIL SURVEY

Respondents: 27 Study Councils (out of 70)
809 districts serving 232,181 professional staff members and 2,449,329 pupils

Areas of Concern	National Rank	PSCR Rank
Educational Program Evaluation Techniques	1	3
Implementation of Educational Change	2	1
Systematic Program Planning and Budgeting (PPBS)	3	4
Human Relations Training	4	2
Professional Negotiations and Grievance Procedures	5	7
Student Activism and Unrest	6	5
Technology in Education	7	6
Politics of Education	8	8
Sex Education Programming	9	10
The Year-Round School	10	9
The Middle School	11	11

ATTACHMENT B

BROCHURE ANNOUNCING THE FEDERAL PROJECTS WORKSHOP-PSCR WORK CONFERENCE

PREREGISTRATION FORM

Name _____

Address _____

City _____ State _____ Zip Code _____

School or Organization _____

Mail to: Dr. Charles M. Achilles
213 Claxton Education Building
The University of Tennessee
Knoxville, Tennessee 37916

The $5.00 registration fee may be paid upon arrival.

HOUSING

Participants should make their own reservations for housing. The Sheraton Campus Inn (524-4681) and the University Inn (546-4974) are both within easy walking distance of the University Center.

MEALS

Participants will be on their own for meals. There are several eating places in the University Center and in the surrounding campus area.

REGISTRATION

The conference registration desk will be located in the University Center.

INQUIRIES

Questions should be addressed to:
Mr. Paul Kelley
213 Claxton Education Building
The University of Tennessee
Knoxville, Tennessee 37916
Telephones 615-974-2272 or 974-5293

RESEARCH FOR BETTER SCHOOLS

A Workshop-Conference on Current Research for Educators

The University of Tennessee
April 5-7, 1971

Sponsored By:

Public Schools for Cooperative Research

Educational Resources Information Center
Clearinghouse for Rural Education
and Small Schools

Title I of the Higher Education Act

The University of Tennessee
College of Education

WHAT?

A workshop-conference on recent research on topics relating to education, with particular emphasis on rural education and small schools.

WHEN?

Noon April 5 - Noon April 7, 1971

WHERE?

The University Center
The University of Tennessee
Knoxville, Tennessee

COST?

A fee of $5.00 will be charged. Participants will pay their own expenses.

WHO?

Representatives of public schools, higher education, the Appalachia Educational Laboratory, the Appalachian Regional Commission, the State Department of Education, and other educational and social agencies are invited to participate.

HOW?

The conference will begin with a keynote address at 1:30 p.m. on April 5. Most of the remaining time will be spent in small group interaction, using working papers prepared by the ERIC Clearinghouse for Rural Education and Small Schools.

Research trends will be reviewed; areas of future research need will be indentified; implications will be drawn for federal programs.

TOPICS

Working papers will be available on such topics as:

- Vocational Education in Rural Areas
- Educational Change in Appalachia
- Attitudes Toward Education in Appalachia
- Consolidation of Rural and Small Schools
- Student Activism

Each conference participant will receive copies of the research working papers from ERIC-CRESS, and a conference report will be available. Attempts will be made to synthesize the research and relate it to current issues in education.

Please use the application form on the back to provide the conference committee with advance registration information.

ATTACHMENT C

PARTICIPANTS IN THE APRIL, 1971, CONFERENCE

PARTICIPANTS IN PSCR WORKSHOP
April 5-7, 1971

NAME	SYSTEM/ORGANIZATION	ADDRESS
Allen, Larry	Clinch-Powell Ed. Coop	Bean Station, Tenn.
Annis, James R.	University of Tenn.	907 Montcastle St. Knoxville, Tenn. 37916
Baker, Bill	University of Tenn.	Apt. 3245 Shelbourne Knoxville, Tenn.
Blizzard, Ralph	University of Tenn. & CPEC	
Brewster, Warren G.	Cleveland City Schools	Cleveland, Tennessee
Bostic, Paul	Anderson County Schools	Court House Clinton, Tenn. 37716
Chapman, Berton K.	Paducah Independent Schools	Paducah, Ky.
Collins, W. Eugene, Jr.	Anderson County Schools	Court House Clinton, Tenn.
Cooper, Sam	First Tenn. Va. Dev. District	Box 2779 ETSU Johnson City, Tenn.
Cornett, Lilly	Harlan County Schools	Harlan, Ky.
Evans, Estle	Claiborne Schools	Tazewell, Tenn.
Evans, Hassel	State Dept. of Ed.	107 Henson Hall Knoxville, Tenn.
Gaddis, James H.	Morristown City Schools	Box 627 Morristown, Tenn.
Francis, Mrs. Caroline	Campbell Co. Board of Education	P.O. Box 43 Jacksboro, Tenn. 37757
Fugate, Ruth	Claiborne County	Tazewell, Tenn.
Furrow, Ray E.	Mercer County Schools	Princeton, West Va.
Gentry, Tom	Clinch-Powell Ed. Coop.	2521 Kingston Pk. Apt. 1609 Knoxville, Tennessee
Garnert, John	Harnett County School	Lillington, N. C.
Gibson, Chester	Clinch-Powell Ed. Coop.	

NAME	SYSTEM/ORGANIZATION	ADDRESS
Green, Gary Q.	University of Tenn.	909 MountCastle Knoxville, Tenn.
Gross, Francis	University of Tenn.	
Gumm, George H.	Western Carolina University	Rt. 66 Box 19F Cullowhee, N. C.
Haaby, Gary L.	Greeneville City Schools	Greeneville, Tenn.
Harris, Russell G.	Richmond Schools	Richmond, Va.
Himelrick, John B. Sr.	W. Va. Dept. of Ed.	Capitol Building Charleston, W. Va.
Hines, Rella	University of Tenn.	909 Montcastle Knoxville, Tenn.
Horner, John	Tenn. Dept. of Ed.	ETSU Johnson City, Tenn.
Hughes, Larry	University of Tenn.	220 Henson Hall Knoxville, Tenn.
Hughes, Stokes A.	Avery County Schools	Newland, North Carolina
Jhin, Kyo R.	Human Resources Program Division of TARCOG	108 Grove St., S. Huntsville, Ala.
Keasling, Billie N.	Greene County Schools	Greeneville, Tenn.
Lambert, Walter	University of Tenn.	907 Mountcastle St. Knoxville, Tenn.
Livesay, Glenn Q.	Hancock County	Sneedville, Tenn.
Loflin, Kenneth	Oak Ridge Schools	Oak Ridge, Tenn.
Marlowe, Robert R.	Appalachia Ed. Coop.	121 Orchard Lane Oak Ridge, Tenn.
McConnell, Sam P.	Hamilton County Dept. Education	Chattanooga, Tenn.
McEwen, Paul H.	Johnson County	Mountain City, Tenn.
McKinney, Worley	Lincoln County Schools	Fayetteville, Tenn.
Mol, Ross	University of Tenn.	1000 White Ave. Knoxville, Tenn.
Moody, Douglas R.	Jefferson County	Jefferson City, Tenn.

NAME	SYSTEM/ORGANIZATION	ADDRESS
Morrow, H. L.		Clinton, Tenn.
Mullenix, Hazel	Pickens County Schools	Box 32 Carrollton, Ala.
Nance, Stobert A.	Morgan County Schools	Wartburg, Tenn.
Neely, James C.	Claiborne County	Tazewell, Tenn.
Norman, Doug	University of Tenn.	213 CEB
Peach, Larry E.	Gibson County Schools	Trenton, Tennessee
Peacock, Joseph M.	Enterprise City Schools	Enterprise, Ala.
Peccolo, Charles	University of Tenn.	213B CEB
Powers, William A.	Campbell Co. Dept. of Education	Jacksboro, Tenn. 37757
Quarles, O'Neill	Morristown City School	Jefferson, Tenn.
Roberts, Jack	State Dept. of Ed.	308 CEB
Schaerer, John W.	Chattanooga Public Schools	Chattanooga, Tenn.
Seyfarth, John T.	Appalachia Ed. Lab.	P.O. Box 1348 Charleston, W. Va.
Sharp, James E.	Title III, ESEA	501 W. Inman St. Cleveland, Tenn. 37311
Smith, Mrs. Jean	Tenn. Office of Urban and Federal Affairs	326 Andrew Jackson State Office Bldg. Nashville, Tenn. 37219
Stephens, Ida L.		Oak Ridge, Tenn.
Stewart, Benton C.	Knoxville City Schools	Knoxville, Tenn.
Stiner, Billy J.	Campbell County	Jacksboro, Tenn. 37757
Stubblefield, Lusk C..	Upper Cumberland Dev. District	Box 5076 Cookeville, Tenn. 38501
Taylor, Howard	Rhea County	
Thomas, James E.		Bristol, Tenn.
Thompson, E. R.		Marion, Va.
Tunstall, John	Ed. Res. Assoc.	P. O. Box 451 Knoxville, Tenn.

NAME	SYSTEM/ORGANIZATION	ADDRESS
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Weaver, Claude	Union County	
Williams. Edward		
Wilson, Betty	S.E. Tenn, Dev. Dist.	425 James Bldg. Chattanooga, Tenn.
Wilson, Ross	Morgan County	
Wilson, Verda L.	Morgan County	Wartburg, Tenn.
Winston, Robert W. Jr.	Upper French Broad Econ. Dev. Commission	P. O. Box 278 Fletcher, N. C. 28732
Young, Douglas	Sequatchie County	Box 117 Dunlap, Tenn. 37327
Zitzman, James A.	Oak Ridge Schools	P. O. Box Q Oak Ridge, Tenn. 37830

STAFF

Achilles, Charles M.	University of Tennessee
Bowen, Roy	Roane Co., Tennessee
Carmichael, Benjamin	Appalachian Ed. Lab.
Hall, Carroll	ERIC-CRESS
Heathman, James	ERIC-CRESS
Hoyt, Eugene	Appalachia Regional Comm.
Kelley, Paul	University of Tennessee
Kohl, John	National School Dev. Council
Leonard, James	University of Tennessee
Myers, Wayne	Tennessee Valley Authority
Nafziger, Alyce	ERIC-CRESS
Stout, Larry	ERIC-CRESS
Williams, Nofflet	Tenn. Tech. University

ATTACHMENT D

DAILY SCHEDULE OF THE CONFERENCE

PUBLIC SCHOOLS FOR COOPERATIVE RESEARCH
(PSCR) SUPERINTENDENT'S CONFERENCE

RESEARCH FOR BETTER SCHOOLS
A WORKSHOP - CONFERENCE FOR EDUCATORS

SPONSORED JOINTLY BY - PSCR ERIC-CRESS
TITLE I, UT COLLEGE OF EDUCATION

THE UNIVERSITY OF TENNESSEE
APRIL 5 - 7, 1971

Monday, April 5

12:00 - 1:30	Registration, University Center, Room 228
1:30 - 2:00	Greetings and Introduction of Guests, Room 235 Dr. Ross Wilson, Chirman, PSCR Dr. James McComas, Dean, College of Education, The University of Tennessee Dr. Charles M. Achilles, Conference Director
2:00 - 2:45	Key-note Comments Dr. Eugene Hoyt: Appalachia Regional Commission (ARC) Dr. Benjamin Carmichael: Appalachian Educational Laboratory (AEL)
2:45 - 3:15	The Procedures and Expected Outcomes of the Conference Dr. Charles M. Achilles, Executive Secretary, PSCR, and Conference Director Dr. Carroll Hall, Director ERIC-CRESS
3:15 - 3:45	Break - Coffee
3:45 - 5:00	Small Group Sessions: Discussion of Federal Programs, Interests, Sources of Funding: 2-3 small groups - meet with consultants and staff. Room assignments to be announced.

Small Group Room Assignments (Tues. and Wed.)

A.	Student Activism	Room 202
B.	Educational Innovations in Rural America	Room 203
C.	Vocational Education in Rural Areas	Room 208
D.	The Volunteer - An Educational Resource	Room 216
E.	Attitudes Toward Education in Appalachia	Room 336
F.	Rural and Small School Consolidation	Room 337

G.	Impact of Educational Change Efforts in Appalachia	Room 338
H.	Impact of Federal Programs	Room 217
I.	Planner's Reference Guide - to Socio-Economic Forces	No Formal Session: Discussion with Consultants only
J.	Trends in Federal Programs- for the 70's	No Formal Session: Discussion with Consultants only

Tuesday, April 6

8:30 - 10:00	Small Group Session I*
10:00 - 10:30	Break
10:30 - 12:00	Small Group Session II*
12:00 - 1:30	Lunch (on your own)
1:30 - 3:00	Small Group Session III*
3:00 - 3:30	Break
3:30 - 5:00	Small Group Session IV*

Wednesday, April 7

8:30 - 10:00	Small Group Session V*
10:00 - 10:15	Break
10:15 - 11:30	Small Group Session VI*
11:30 - 12:00	Conference Summary and Evaluation, Room 235
12:00	Adjournment

At all times there will be individual consultation available on the development of federal programs and/or projects designed to alleviate educational problems in the region. Room 209 will be reserved for small group or individual questions and answers with consultants.

Participants who are housed near the campus may prefer to walk to the University Center. Parking permits are available for those who need them.

*Room Assignments will remain the same as for Session I. Participants should move to another group each time.

ATTACHMENT E

LIST OF PAPERS PROVIDED FOR FEDERAL PROJECTS WORKSHOP-CONFERENCE

LIST OF PAPERS PROVIDED FOR FEDERAL PROJECTS WORKSHOP-

PSCR WORK CONFERENCE

Achilles, Charles M. "Trends in Federal Programs for the 70's"

Donohew, Lewis, and Joanne M. Parker. "Impacts of Educational Change Efforts in Appalachia." (ED 038 194)

Griessman, B. Eugene, and Kenneth G. Densley. "Review and Synthesis of Research on Vocational Education in Rural Areas." (ED 034 632)

Heathman, James E. "Student Activism--An Overview." (ED 045 250)

Heathman, James E. "The Volunteer--An Educational Resource." (ED 048 981)

Leitka, Eugene. "Relationship of Power and Authority in Rural Areas." (ED 048 980)

Link, A. D. "A Planner's Reference Guide to Socioeconomic Factors Within Appalachia as Applied to Public Education." (ED 045 279)

Link, A. D. "Rural and Small School Consolidation--Some Problems and Procedures." (ED 048 979)

Nafziger, Alyce J. "Analysis of Attitudes Relative to Education in the Appalachian Region." (ED 048 982)

Stout, Larry. "An Overview of Federal Programs and Their Impact on Appalachia." (ED 048 978)

Wilson, Alfred P. "Educational Innovations in Rural America." (ED 045 241)

ATTACHMENT F

EVALUATION BY PARTICIPANTS OF THE FEDERAL PROJECTS WORKSHOP-

PSCR WORK CONFERENCE

RESEARCH FOR BETTER SCHOOLS
PARTICIPANT/CONSULTANT EVALUATION
APRIL 5 - 7, 1971

Directions

Please check the appropriate responses for each item to express your opinons about that item.

1. In general, the workshop was:

____ Too Structured	4 Too Long	7 Quite Useful
19 About Right	18 About Right	18 Useful
4 Not Structured	1 Too Short	3 Not Very Useful

2. The workshop consultants were:

23 Useful	23 Informed	23 Helpful
____ Not Useful	____ Not Informed	2 Not Helpful

3. Were you, as a result of the workshop, able to get any perspective about:

	yes	no
a. The operation of the ERIC system?	23	2
b. The application of research findings to local problems?	21	4
c. The utilization of research information in helping solve local problems?	22	3
d. The development of various federal program ideas?	21	5
e. Various trends in federal education interest and programs that might assist im meeting local needs?	23	4

4. How well was the topic covered in the working paper?

Title	Very Well	Well	Not Well
Student Activism	5	12	3
Educational Innovations in Rural America	10	10	3
Vocational Education in Rural Areas	8	12	2
The Volunteer-An Educational Resource	10	9	4
Attitudes Toward Education in Appalachia	6	14	4

Title	Very Well	Well	Not Well
Rural and Small School Consolidation	5	3	5
Impact of Educational Change Effort in Appalachia	5	15	2
Impact of Federal Programs	8	11	2
Planner's Reference Guide to Socio-Economic Forces	3	8	5
Trends in Federal Programs-for the 70's	7	12	1
Relationship of Power and Authority	4	10	4

5. How useful were the papers in terms of your own need?

Title	Very Useful	Useful	Not Useful
Student Activism	3	9	8
Educational Innovations in Rural America	9	11	2
The Volunteer-An Educational Resource	4	13	5
Vocational Education in Rural Areas	5	13	2
Attitudes Toward Education in Appalachia	2	16	2
Rural and Small School Consolidation	3	13	6
Impact of Educational Change Effort in Appalachia	2	17	1
Impact of Federal Programs	7	11	3
Planner's Reference Guide to Socio-Economic Forces	1	13	3
Trends in Federal Programs-for the 70's	7	12	3
Relationship of Power and Authority	3	13	4

6. What is lacking from the papers and information available concerning:

Title	Comments
Student Activism?	
Educational Innovations in Rural America?	
Vocational Education in Rural Areas?	
The Volunteer-An Educational Resource?	
Attitudes Toward Education in Appalachia?	
Rural and Small School Consolidation?	
Impact of Educational Change Effort in Appalachia?	
Impact of Federal Programs?	
Planner's Reference Guide to Socio-Economic Forces?	
Trends in Federal Programs-for the 70's?	
Relationship of Power and Authority?	

7. What types of information would benefit you from the ERIC system?

8. What specific federal programs and/or trends would you like more information about?

9. General comments about the workshop: (For example, strengths or weaknesses; scheduling; format, etc.).

10. Would early summer be a better time to hold a conference such as this?

8 Yes

14 No

ATTACHMENT G

PROPOSAL FOR EXPERIMENTAL SCHOOLS PROJECT

ROANE COUNTY
DEPARTMENT OF **EDUCATION**

Edward E. Williams, Superintendent
P. O. Box 1067
Kingston, Tennessee 37763
Telephone 615-376-5592

May 5, 1971

Dr. Robert Binswanger, Director
The Experimental Schools Program
U. S. Office of Education
Washington, D. C. 20202

Dear Dr. Binswanger:

The purpose of this letter is to serve as notice of interest in the Experimental Schools Program by three contiguous Tennessee Counties. These counties (Roane, Morgan and Anderson) wish to implement the development of an Experimental School Complex in an area included in the three counties. Roane County by agreement is to serve as the applicant agency with Morgan and Anderson Counties as participating agencies.

The attached is descriptive of the area and the prior involvement of these systems in cooperative effort. The three systems have gained commitments of cooperation and support from many agencies as indicated in the transmittal. These commitments reinforce our contentions that comprehensive experimentation can be successful in a rural setting.

We trust the attached will form a basis for a working relationship in the development of the Experimental School Complex.

Respectfully,

Edward E. Williams

Dr. Edward E. Williams, Superintendent
Roane County Schools
Kingston, Tennessee 37763

Paul Bostic

Mr. Paul Bostic, Superintendent
Anderson County Schools
Clinton, Tennessee 37716

Ross H. Wilson

Dr. Ross H. Wilson, Superintendent
Morgan County Schools
Wartburg, Tennessee 37887

EEW/REB/kb

Attachment

A MULTI-AGENCY (EXPERIMENTAL) SCHOOL COMPLEX FOR
THE EXPANSION OF LEARNING ALTERNATIVES

Applicant Agency

Roane County Schools, the applicant agency for this project, is located some 30 miles West of Knoxville, Tennessee, on Interstate 40 and is not atypical of rural Appalachia districts: current operating per pupil expenditure (1971) is estimated at $535; holding power (1969 graduates of 5th grade net enrollments--1961-62) is approximately 55.4%; percent of teachers with at least a B.A. is 72.5%; and average teaching salary is $5,885. The Roane, Anderson, and Morgan County schools are a part of the Tennessee Appalachia Educational Cooperative (TAEC), a confederation of sevel local systems surrounding the target area and including over 32,000 pupils. Recent developmental (education) activities have been handled through TAEC to foster cooperation among school systems; cooperation is a major element of this project. A description of TAEC and its experience with innovation is logical at this point.

Applicant's Experience with Innovation

The TAEC, with Roane County as the applicant agency, received a grant for development and implementation of "A Model Cooperative Program in Driver and Traffic Safety Education." This program, prepared in conjunction with the Appalachia Educational Laboratory (AEL), The University of Tennessee (UT), and the Tennessee Department of Education, annually serves 2,000 students in 13 schools and earned a national award for outstanding interagency cooperation in 1969.

The applicant's experience with innovations is further evinced by development and implementation of: (1) a vocational rehabilitation program serving three systems with a student population of 10,000; (2) a comprehensive program of services for handicapped with support from ESEA Title VI-A; (3) a 1969 EPDA (D)grant for media support utilizing telelecture, VTR, self-instructional, self-pacing kits; (4) three EPDA (B-2) programs for training professionals, paraprofessionals, and establishment of a psychological services internship program; and (5) field engineering for a telecommunications system based upon quasi-laser technology. The concept of a formal educational cooperative is, itself, a major innovation.

The region, similar to others in Appalachia, is characterized by a high level of non-degree teachers. TAEC leadership has worked constantly to upgrade personnel. One hundred administrative personnel were trained under an EPDA grant; nine administrators have completed a 15-month, full-time Master's degree program for administrator/change agents at UT; over 600 personnel have received inservice training focusing on change. Cooperative relationships among TAEC, Tennessee Valley Authority (TVA), and higher education continue to provide a source of leadership through such as the "continuing consultant" program. TAEC personnel have been part of teaching teams at UT.

Evaluations of prior innovations show staff competency, not only in conceptualizing major educational program changes, but also in carrying out program objectives. Vitae of key personnel support claims of staff strength and depth. Involvement of TVA, AEL, and the Appalachia Regional Commission (ARC) in area activities provides yet another source of personnel support. Tennessee Technological University and UT have been cooperating with TAEC and will respond to education and personnel training needs of the experimental school.

A plan for broad participation, design, implementation, government, and evaluation of the experimental school project has been developed. Governing groups and committees have already been established; the TAEC board includes representation from local schools, higher education, AEL, and the State Department of Education. Experimental School Program and Planning (P & P) committees have been identified.

Statement of Problem(s) to be Solved

Three county school systems* joined in a formal educational cooperative propose to demonstrate by marshalling resources, mutual consent, and effort that: (1) quality education can be provided across political boundaries; (2) legally constituted bodies can provide full inter-agency cooperation; and (3) personnel, developed through new models of local school/higher education cooperation for preservice and continuous in-service training, can implement innovative instructional practices and curricula, thereby increasing alternatives, relevancy, and quality of educational opportunity.

Program emphasis is to develop an experimental school by innovative approaches to: (1) staff development; (2) curriculum improvement; (3) instructional program delivery; (4) facility utilization; (5) community involvement; (6) pupil-centered programs; (7) inter-agency coordination and cooperation; and (8) staff differentiation.

This experimental school idea--"multi-agency cooperation for the expansion of learning alternatives"--is an organizational umbrella to embrace the recombination of proven educational practices to provide new approaches to education. Although located in rural Appalachia, program concepts should be generally transferable.

Functionally, education is cooperation or interaction between and among students, families, teachers, schools, community, higher education, and many other agencies; there must be interaction between the student and the total environment. American education has been built upon the concept of local control and participation in school and educational endeavors. Schools alone cannot solve all current social problems. A model to encourage and nurture cooperation must be developed. Local schools cannot, and must not, operate in isolation. This experimental school idea builds upon cooperation to develop and provide expanded and new educational opportunities for youngsters and out-of-school youth and adults; it mandates comprehensive cooperative marshalling of resources to alter the status of educational opportunity from "what hasn't worked" to "what works." Representative evidence suggests that present programs have not worked.

Recent Stanford Achievement Test data on student achievement in the target area indicate that: (1) 87 percent of sixth grade students tested fall below the 50th percentile in Paragraph Meaning Subtest; and (2) 92.5 percent of the same students fall below the 50th percentile in Arithmetic Applications Subtests. Standard scores and percentile distributions of 12th grade students indicate that: (1) 81 percent fall below the 50th percentile; (2) only 13 percent were above the 59th percentile; and (3) eight out of 10 have an insufficient base for competing with the "average" student (nationally). These data suggest that learning alternatives must be provided and that present programs need revision and reform.

The experimental school will serve the Oliver Springs area located at the intersection of the political boundaries of Roane, Anderson, and Morgan Counties, Tennessee. Oliver Springs citizens have initiated a long-range, community-wide redevelopment effort by providing basic public services and by attracting private residential, commercial, and industrial growth. Exemplary educational services which must be part of the comprehensive community plan are most difficult to plan and develop because of two natural and conventional barriers: (1) three county boundaries intersect in the town and parts of each county comprise the town area; and (2) each county maintains a school system as is required in Tennessee. This provides a challenge for school organization.

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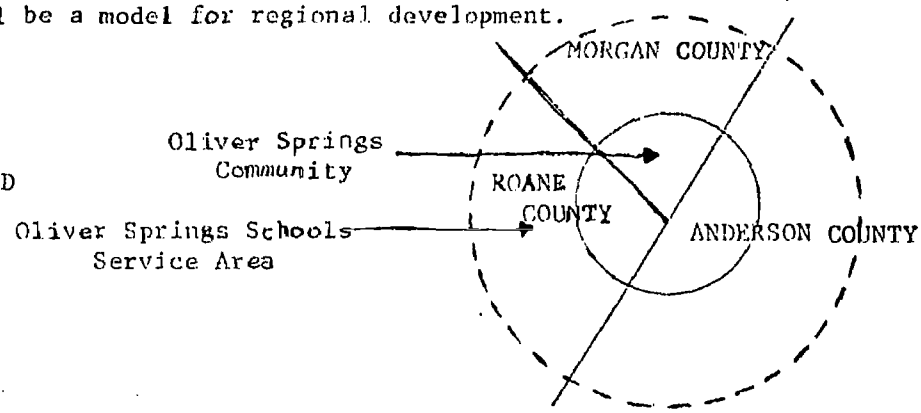
*Since March, 1969, the counties have been developing an experimental school idea. A draft proposal of some 100 pages is available; contents page is shown as Attachment, pp. 14-15. Roane County, the applicant agency, and the other participating agencies are all in compliance with Title VI of the Civil Rights Act of 1964.

The county boundaries, student mobility, and three different administrative and fiscal agents complicate financing of education. Presently, no provisions exist whereby inequities can be adjusted or tax dollars for educational purposes can follow the child. Political boundaries can be bridged through agreement--note the New Hampshire-Vermont Interstate School Compact (PL 91-21). The Appalachian Redevelopment Act (PL 89-4) suggests that cooperation will be a model for regional development.

DIAGRAM SHOWING OLIVER SPRINGS LOCATED IN THREE COUNTIES AND DIVIDED BY THREE SCHOOL DISTRICTS



The experimental school target area, on the periphery of three county units, effectively describes a pocket of disadvantagement for each county; data for each county would present a "good" picture in the area. (For example: adult literacy would be higher in Anderson County and Oak Ridge than in the Oliver Springs area of Anderson County.) Socio-economic clustering provides a logical dividing point; the political boundaries of the counties make the target area peripheral to each political entity. The following demonstrate this phenomenon.

COMPARISON OF ESEA TITLE I INCOME-BASED ELIGIBLES IN TARGET AREA WITH THE COUNTIES AT LARGE

	Enrollment		Title I Eligibles		Percent Title I	Percent Title I
County	Total	Target Area	Total	Target Area	Total Minus Target Area	in Target Area
Anderson	8483	933	2318	292	24.71	31.3
Roane	4808	1080	1283	285	22.1	26.4
Morgan	3510	175	1035	56	28.4	32.0

Unemployment and under-employment rates exceed the national average; according to 1960 Census data, unemployment in the counties was: Anderson 5.7%; Roane 7.8%; and Morgan 9.8%. School holding power is low; Tennessee ranks 41 among the states and the counties rank 63, 70, and 75 out of 95 within Tennessee. Between grades 5 and 12, Anderson County lost 45, Roane County lost 46, and Morgan County lost 42 percent of the students. Reduction in loss rates will provide indicators of experimental school program successes. Preliminary 1970 Census figures indicate about 11,000 residents in the Oliver Springs service area. Approximately 2,600 would initially be enrolled in the experimental school.

Data from ESEA Title I surveys indicate that 30 percent of these children are from families with less than $3,000 annual income. Education and income are related. Educational aspirations of youth are also related to parental value of education. Poverty and the poverty cycle tend to be self-perpetuating. Educational attainment of adults 25 years old and older and the incidence of poverty throughout the counties indicate the magnitude of the problem for the experimental school.

	Years of Education (Population 25 Years and Older) as Percentage				Family Incomes (Percentages)	
	Total			Median		
County	0-4 Yrs	5-12 Yrs	13+ Yrs	US Median (10.9 Yrs)	Less than $3,000	$3,000-5,000
Anderson*	11%	66.7%	22.3%	11.0%	25%	16.7%
Roane	17	73.8	9.2	8.5	32	24.3
Morgan**	22	74.5	3.5	8.0	61	19.3

*Includes Oak Ridge with half the population, thus skewing results upward.
**Estimated per capita income is less than $1,000 in Morgan County.

Summary

The experimental school target area is not atypical of Appalachia: most facilities are traditional; the area is peripheral to central portions of several school districts; socio-economic factors in the target area are similar, although somewhat dissimilar from central portions of each district; and intense local school control hinders school consolidation. There has been considerable effort in obtaining local involvement and mobilizing available resources. The climate is appropriate to initiate newer approaches to solving educational dilemmas; the experimental school will provide the impetus for targeting activities of disparate agencies on improving and expanding learning alternatives.

Project Description

A new system must provide a design for continuous self-renewal, for developing a strong support system for change, and for effecting continuous interaction with supporting systems. To have lasting impact, it must provide for continuation and expansion without continued federal funding. This program includes both.

The program will be designed around a change model. Program activities will fall within the broad categories of research, development (including invention and design), diffusion (including dissemination and demonstration), and adoption (including trial, installation, and institutionalization). This structure will facilitate a logical analysis of systematic change and offer a vehicle for evaluation while providing for system self-renewal as the process continues.

The experimental school will implement educational improvements by recombining proven elements into a program designed to expand educational opportunities and programs in a typical rural school. Comprehensive preservice and continuous inservice education for target area personnel will be conducted on a planned basis with institutions of higher education and will focus upon such concepts as individualization of instruction, new usages of space, nonverbal communication, change, behavior modification, etc. Designs

for continuous research and development will be established as part of the experimental program, which is comprehensive and dissimilar to Title III projects where discrete activities are demonstrated. This program stresses planned change for an experimental project designed to provide students with maximum alternatives through broad participation, development, and cooperation.

A community college is being developed and a state area vocational-technical school is located near the target area. Connection of these institutions to the experimental school by a telecommunications system will provide two-way feedback and allow youngsters, for example, to "look in" on vocational activities and other learning experiences. A comprehensive high school planned for nearby will enhance extension of experimental ideas and encourage expansion without additional federal funding.

The experimental school will provide an opportunity for field testing of educational innovations developed by AEL, including components of the early childhood education (ECE) program built upon concepts of mobility and home and family intervention. Home intervention will be facilitated through the telecommunications system which can provide access to any home with a television receiver. (The advantages of this for adult and continuing education are also obvious.)

Basic Program Goals

Basic program goals, though not necessarily in order of importance, are:

1. To increase school holding power and break the welfare cycle prevalent in this area.
2. To expand the occupational and educational opportunities of youngsters by focusing efforts of diverse agencies upon the activity (multi-agency cooperation).
3. To demonstrate the applicability of educational innovations in traditional, rural schools.
4. To improve educational opportunities through home intervention (perhaps through the quasi-laser technology), especially for ECE and ABE/AE.
5. To design a model of higher education/local school cooperation and help higher education develop new training models based upon local school needs and using local schools as laboratories. New inservice and preservice models will be employed.
6. To plan, develop and implement an organization capable of delivering across legally constituted boundaries innovative educational program(s) emphasizing contractual agreements and program specifications.
7. To provide individualized educational alternatives to students.
8. To develop a systematic change process with built-in self-renewal, monitoring, and management strategies.
9. To retain comprehensive school/community interaction through Planning and Program Advisory Committees and aspects of the community school concept.
10. To develop a school program that will demonstrate its value to students by being internally consistent between expressed beliefs and demonstrated actions.

Basic program goals will be implemented through new or expanded learning activities for students, such as those listed below (suggestive, not exhaustive):

1. To provide students access to ECE, exploratory prevocational experiences and comprehensive academic and vocationally oriented curricula.
2. To provide integrated comprehensive student information systems including diagnostic counseling and guidance for educational, social and personal growth.
3. To improve educational alternatives by using professional and paraprofessional staff differentiation appropriate to the learning situation.

4. To initiate an humanistic approach in meeting individual student needs. Stress will be on humanistic curriculum with emphasis upon affective as well as cognitive development. Objectives for the psychomotor domain will be implemented through a blending of cognitive and affective learning experiences where possible. (It is not enough to teach a person to run, the student must also understand the benefits of exercise and begin to value or enjoy the activity.) This will include self-paced instruction, innovative materials and methods, and other approaches to accommodating differing learning styles.

5. To combine resources of cooperating agencies to enrich the curriculum and expand pupil learning alternatives. Efforts will be made to employ human and capital resources of Oak Ridge, TVA, and diverse agencies as well as local lore, arts and crafts to develop alternative instructional ideas to reflect individual and group learning styles.

6. To modify existing facilities to facilitate newer curricula and instructional techniques. Efforts will be made to provide comfortable, aesthetic environments which will enhance learning.

7. To connect schools, agencies, and homes through a telecommunications system (based upon quasi-laser technology) to allow for home intervention and to expand learning options.

The target area is serviced by four school centers. Norwood Elementary (1-6) and Norwood Junior High (7-9) are administered by Anderson County. Oliver Springs Elementary (K-8) and Oliver Springs High (9-12) are administered by Roane County. Morgan County students attend these centers. Facilities will be paired by program purpose and modified and extended to accept comprehensive restructuring of program elements. Personnel from the UT School Planning Laboratory (SPL), which works with the Educational Facilities Laboratories (EFL), will help with modifications and concurrent curriculum changes. Program elements will be phased into schools in a nondisruptive way by utilizing summer for preservice programs and facilities modifications.

There will be processes and procedures whereby the curriculum of the experimental school can be studied by teachers, students, lay representatives, and curriculum experts and revised based upon major guiding principles. All students have certain common roles which they can be expected to perform during their lives:

1. They will be adults in a productive society; they will be expected to work; to engage in some form of meaningful and sustaining occupation.

2. Not all time will be spent in work. There will be more and more reliance upon leisure time and the rewarding uses of leisure time.

3. Societal expectations hold that most students will be family members sometime during their adult lives.

4. Students are and will continue to be members of some form of human group, commonly known as a society.

In preparing for life, individuals must be self-renewing so they can become productive members of a changing society. Furthermore, students must develop strong identity (self-concept), and it is a function of the school to provide experiences and guidance in the development of this self-concept.

These assumptions will provide the central core for curriculum development. No course or activity will be designed for just its own sake or because of tradition; any materials or activities engaged in through the school must be related to one of the four basic premises.

Other postulates will support the curriculum development and the processes and experiences designed for the experimental school:

1. Students are people first and students second; they must have opportunities to make meaningful choices.

2. During the next decades man must learn new ways of using time. This school should demonstrate functional time relationships; fragmentation which currently exists in most schools should be readjusted.

3. The gap between what people profess on the one hand and what is obviously demonstrated to students on the other hand must be reduced. (Schools profess the value of individuality, but everybody does the same thing at the same time.)

4. Parents should visit school when their youngsters succeed, not just when the youngsters are in trouble. School must be seen as "good."

5. The school must become consistent within itself; it must demonstrate what it is all about. (For example, such illogical and inconsistent behaviors as keeping youngsters after school as a punishment--after all, schools are supposed to be good--must be eliminated from the repertoire of school-demonstrated activities.)

The experimental school must demonstrate good education principles through its structure and activities, its personnel policies for staff behavior, and its total program. Thus, the program will be so established and organized that it, and the actions and activities of the administration and teachers, positively reinforce those attitudes, beliefs and values which the community and the society state that they cherish.

Occupational choice and expansion of student awareness of the world of work will be facilitated by: (1) installation of a VIEWscript program; (2) opportunities for review of VTR productions of on-the-job activities; (3) telecommunications connections to the area vocational-technical school; and (4) development of exemplary prevocational programs. Career and vocational development will emphasize infusion of occupational preparation and counseling throughout the school experience to meet students' employ-ability needs by: (1) acquainting elementary students with occupational clusters; (2) giving middle school students an opportunity to explore several clusters in depth (including "hands on" experiences); and (3) enable students to pursue a career through choices, including (a) preparation for entry-level jobs, (b) two-year post secondary education, or (c) four-year colleges. Option for recycling to accommodate changing interests will be provided throughout the program.

Schedule and program flexibility will be maximal through innovative use of time, class organization, program offerings, and staff development patterns, including early involvement of personnel planning to prepare for teaching.

Concepts from the Flint, Michigan, Community School Program will be examined, not only for expanding learning opportunities, but also as a means for dropouts to return to school and as a means for extended facility usage.

Educational activities and components which have been shown successful in basic research will form the core of this experimental school and be initiated in the comprehensive K-12 program. (Details will be shown in the complete proposal.) Components of the K-12 program include new administration and organization concepts for governance and operation of the school, as well as for staffing, scheduling, and programming. Differentiated staff concepts using student interns, peer teaching, aides, and levels of professional staff will improve student learning activities through large and small group instruction, mini-courses, individual scheduling, and continuous progress programs. There will be intense community involvement, both as a source for program and as a source of direction and advisement as, for example, through prevocational programs, occupational information systems, and occupational awareness activities. Planning and Program advisory committees can serve as "Councils of the Future" (as described in Future Shock) to assist in planning alternatives, giving direction for program and process, and encouraging or assisting with predicting and projecting. Technology will connect the experimental school to area homes, schools, and agencies. Concepts of media, mobility, and delivery as espoused by the AEL will be used to implement programs such as the ECE program and encourage home and family interaction with the schools.

Quality administrative decisions are crucial to successful school operations. To make key decisions administrators must have access to appropriate and valid information

which they can continuously update and manipulate. The availability and use of an interactive electronic computer system moves this from dream to reality. Such a system, adhering to a total systems concept, can assist all levels of decision-making by involving integrated data files containing pupil personnel, fiscal, curricular, and planning information. These files should be part of an on-line system with immediate access through terminals. Effective utilization of personnel and materials and valid curricular decisions can be facilitated through implementation of a computer-based decision-making capability and an interactive systems approach to its use. The University of Tennessee (Knoxville) Computing Center has the necessary capability (IBM 360-65) for this activity.

New arrangements between local schools and higher education will facilitate preservice and inservice training, continuous higher education involvement in the schools, and change in teacher preparation programs. Elements of Conant's "clinical professors," joint appointments of field professors, the field teacher educators, and the paired educator concept will assist in training aspects of the program. Use of over 100 student interns in differing roles will expand the demonstration effect and help train teachers in the new techniques of the experimental school.

Attempts at educational improvement seldom have included the total system; rather, they have been undertaken in a piecemeal fashion. Successful educational improvement depends upon concurrent changes at all levels, from the community to elementary and secondary through higher education. Cooperative working relationships must be developed; communication between local systems and higher education, and between educators and the public must be strengthened. New procedures for training and self-renewal of educators must be implemented.

This project component proposes a system for educational improvement designed to reach each element of the educational enterprise to assist implementation of new ideas by providing a structure for cooperation among groups and agencies. Attention is directed at several levels of the same system, including classrooms, school buildings, the central office, and the community. Higher education resources focus on a few systems to provide a "critical mass" for impact; project feedback provides data for curriculum redesign in teacher education.

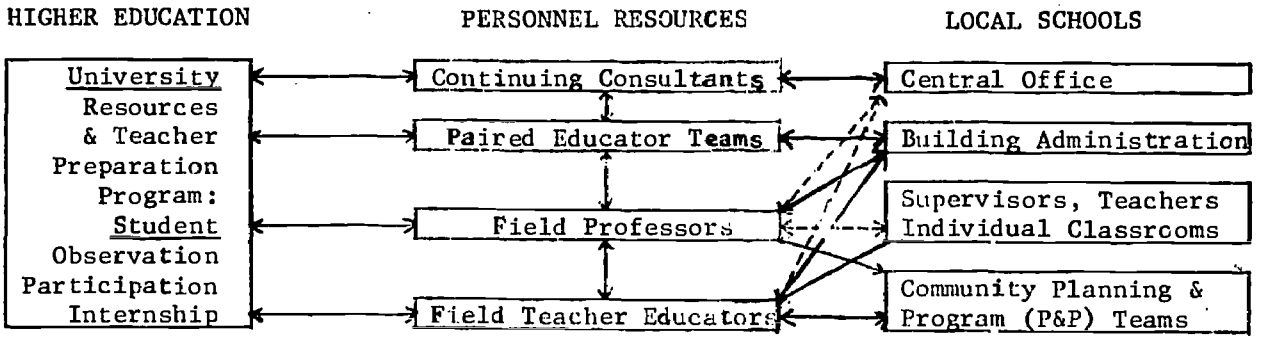


Figure 1. Relationship of Program Elements Showing Total Impact on All Levels of Target Schools.

Unusual economy is derived by "pairing" a practicing educator and a trainee so both receive preparation for about the cost of one. Innovative laboratory experiences and new ways of working with supervisors of prospective teachers are featured. Immediate communication and assistance are provided between higher education and local schools through continuing consultants and field professors. Full-time study and mid-career training are combined in the paired educator model (Figure 2).

During the "paired team" experience, new and experienced educators work together, exchange roles as student and intern, identify local problems, and work toward their solution with community planning and program teams and other educators. During one academic quarter, the experienced educator returns to campus (on full salary) while the new educator serves in his position (under supervision) in the schools.

	ACADEMIC QUARTERS			
CAMPUS	A + B	A	B*	A
IN LOCAL DISTRICT	Summer	B	A**	B

A = New Educator
B = "Paired" Practicing Educator

* = On Full Salary from District
** = Service as Intern; Supervised by B and by Field Professor

Figure 2. Paired Administrator Pre- and Inservice Component (note economy of training two for the price of one on external support).

The program involves: (1) extended field training for new educators; (2) mid-career training for practicing educators; (3) "field teacher educators" (based at the University but housed in local systems) responsible for comprehensive programs of observation, participation, and internship for prospective teachers and their supervisors; (4) "continuing consultants" who will spend one or more days per week in central offices of target schools; (5) planned seminars to coordinate the total project; and (6) "field professors" similar to Conant's "clinical professor") attached to the University but located in local schools to work with educators and community planning and program teams.

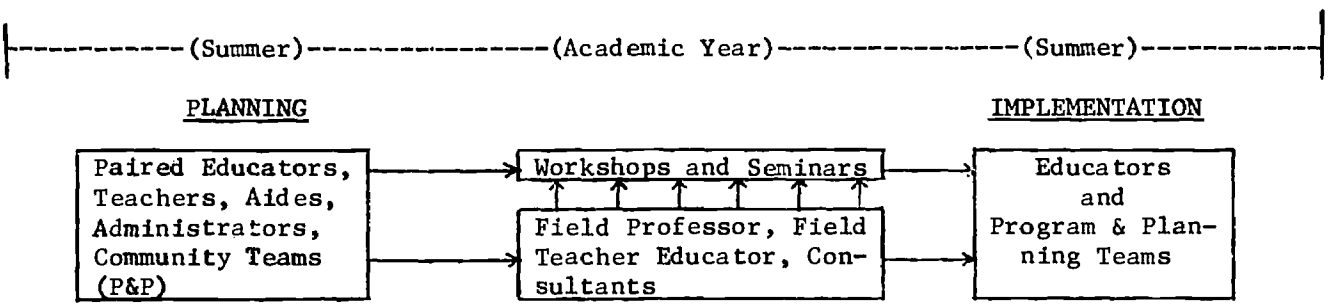


Figure 3. Diagram of P&P Teams and Continuing Interaction to Develop Support System for Educational Improvement in Local District.

Timing

Project timing is seen as: Planning Phase (basically completed; proposal developed June to November, 1971); Developmental Phase (January to September, 1972); Operational Phase (September, 1972, and on for five years).

Cooperating Agencies

The following agencies have expressed their intent to cooperate with this project (letters of commitment will be attached to the final proposal): Roane County, Anderson County, Morgan County Boards of Education; The University of Tennessee; Tennessee Technological University; Oak Ridge, Harriman City, Rockwood City, and Clinton City Schools; Public Schools for Cooperative Research; and the Tennessee State Department of Education.

Facilities and human resources at Oak Ridge can provide bases for development of unique curriculum offerings; the wealth of crafts and mountain tradition in the area provide another resource for program development.

Ideal Experimental Site

Development and institutionalization of exemplary programs have seldom occurred outside metropolitan counties, due largely to the fact that the program development costs are high. However, if lighthouse demonstrations can be successful in a rural area, the likelihood of diffusion and adoption is increased in other rural areas which can adapt tested experimental programs to their needs. A unique feature of Oliver Springs as a site for the experimental school is the constant visitation to the nearby TVA and atomic industrial complex of Oak Ridge. Visitors from throughout the United States and the world could include this experimental program as part of their planned itinerary, especially as many visitors are from rural or underdeveloped places.

Evaluation

If a project is to maintain its relevance and be consistent with stated goals, concern has to be given to more than outcome or output evaluation. To be effective, program planners must be constantly engaged in formative evaluation; that is, constantly monitoring what is being done and using that information for appropriate program adjustments. Therefore, project evaluation design will be comprehensive; it will include a heavy emphasis on formative evaluation with appropriate feedback for decision making, which will help to insure a consistency between stated project goals and projects activities and operations. The design will include formative evaluation concerned with day-to-day operations of the project from development through implementation, and also summative evaluation which will be concerned with the outcomes of the project. Process evaluation will focus upon (1) analysis of the management system and (2) assessment of steps achieved in the total change process framework within which this project has been formed.

Evaluation and documentation of the project will be planned and designed in detail during the 90-day proposal development time. It will be important to have separate analyses of the investments necessary to initiate the developmental program and those investments for on-going program costs. A PPBS or similar design will be developed.

Evaluations of the experimental school will be from three sources: local internal evaluation, evaluation from an external agency or agencies (such as a university), and evaluation from the U.S. Office of Education. Descriptive evaluations, such as increases in holding power or in the number of dropouts who return to the program, can be developed by guidance personnel. Project management techniques or some linear critical path process (e.g., PERT) will be established to provide guidelines for project operations; some systematic monitoring and management process will be applied to project administration.

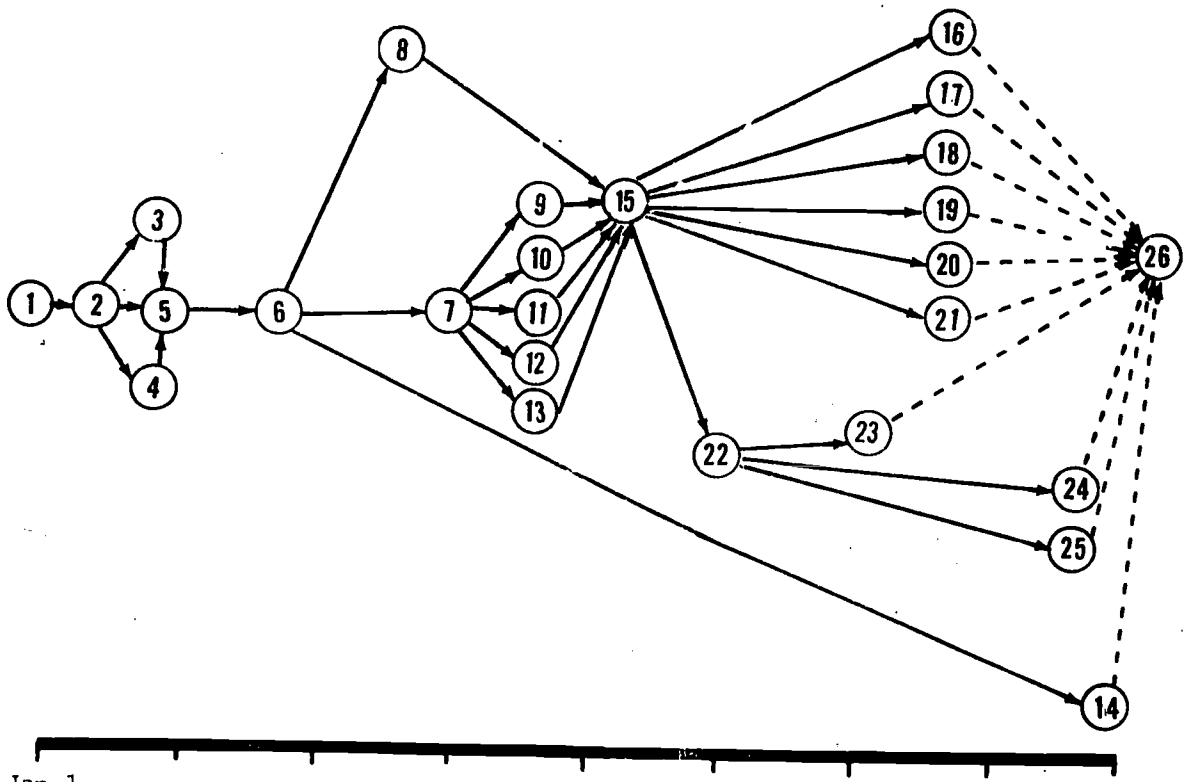
Cooperative identification of evaluation needs and research problems between the experimental school and institutions of higher education will offer real problems for university personnel to explore. The experimental project should provide material for both Master's and doctoral studies designed as evaluations of program operations.

PROGRAM MANAGEMENT AND FISCAL DATA

Developmental Phase Activities and Events

Event	Activity Description	Time (Mos.)
1	Start	.00
2	Select Contract Agency	.25
3	Advisory Committee Constitute Program	.25
4	Advisory Committee Constitute Planning	.25
5	Structure Admin. Org. Pattern	.25
6	Employ Admin.Personnel	1.00
7	Recruit Prof.Personnel	1.50
8	Develop Operational Specifications	.75
9	Select primary program staff	.50
10	Select middle school staff	.50
11	Select high school staff	.50
12	Select ECE staff	.50
13	Delivery System Staff. (Technical Operation)	.50
14	Install Laser Link TV	6.00
15	Develop Educ.Program Specifications	1.00
16	ECE Teacher Training	3.00
17	Primary Staff Training	3.00
18	Train Middle School Staff	3.00
19	Train High School Staff	3.00
20	Adapt Materials	3.00
21	Develop Materials	1.00
22	Planning of Remodeling (facilities)	1.00
23	Delivery (Mobile units) facilities & equipment ECE	1.00
24	Modify facilities (Primary and middle schools)	3.00
25	Modify high sch.fac.	3.00
26	Operate	0.00

PERT Network of Activity Phases



FISCAL DATA*

County and Year	Total Expenditure	ADA	ADA Per Pupil Expend. (PPE)	Operating ADA-PPE	Ave. % Increase per yr.
ANDERSON					
1965				292	
1966	3,118,928	7,303	427	330	
1967	4,663,759	7,173	650	403	22.1
1968	5,134,101	7,223	710	427	6.6
1969	4,541,360	7,418	612	470	10.1
1970	4,331,360	7,470	580	516	9.8
1971			(Estimate)--	555	7.6
			Mean % increase		11.1
MORGAN					
1965				275	
1966	1,607,749	3,576	450	302	
1967	1,622,448	3,468	468	359	18.9
1968	1,998,799	3,326	601	397	10.6
1969	1,970,361	3,325	593	424	6.8
1970	1,942,576	3,302	588	455	7.3
1971			(Estimate)	500	9.9
			Mean % Increase		10.7
ROANE					
1965				268	
1966	1,700,560	5,076	335	298	
1967	1,993,316	4,902	401	350	17.4
1968	2,191,147	4,857	451	372	6.3
1969	2,177,144	4,736	460	420	12.9
1970	2,504,199	4,750	527	476	13.3
1971			(Estimate)	535	12.4
			Mean % Increase		12.5

FIVE YEAR PROJECTIONS**

	ANDERSON	MORGAN	ROANE
1972	616	553	602
1973	684	612	677
1974	759	677	761
1975	843	749	856
1976	936	829	963

*All expenditures have been rounded to the nearest dollar.

**Using mean percent increase in ADA per pupil expenditure (PPE) for current operation as a base (computed over the past 5 years) the 5 year projected ADA-PPE estimate (a linear estimate) for each county would be as shown.

DEVELOPMENTAL ACTIVITIES BUDGET ESTIMATE
January 1972 - September 1972

Administration	
Administrative Personnel	15,000.00
Clerks (Administration)	3,080.00
Total Administration	$18,080.00
Instruction	
Consultants, Supervisors	6,000.00
Television Instructional Personnel	12,780.00
Other Salaries	62,760.00
Other Supplies	100,000.00
Total Instruction	$181,540.00
Fixed Charges	
Fixed Charges	
Total Fixed Charges	9,962.00
Capital Outlay	
Remodeling of Buildings	50,000.00
Regular Instruction Equipment: ECE, Prevoc, Voc., Voc Ed., Laser Link	237,824.00
Total Capital Outlay	$287,824.00

Total Developmental Budget..... $497,406.00

OPERATIONAL (INCREMENTAL) COSTS--9/72-9/73--ESTIMATES

Personnel			
Administration: Director			$ 16,000.00
Assistant Directors (2) Instruction; (1) Planning/Bus. Mgmt; (1) Personnel/ pupil personnel Services; (1) ECE			58,000.00
ETV: Director; Engineering Supervision (2)			30,000.00
	Sub-total	$104,000.00	
Supporting: (4) clerical			17,760.00
ETV: Art, Technicans/Maintenance			14,500.00
	Sub-total	32,260.00	
Consultants Evaluation, Technical Assistance, Inservice Programming			
Research Activity			9,750.00
Advisory Committee (3) Expenses			3,600.00
	Sub-total	13,350.00	
Instruction			
General Personnel: (6) Vocational and Prevocational; (2) ECE; (3) Guidance, (3FTE) field Professors			151,500.00
Supporting: (40) Aides; (30) Level I Interns; (30) Level II Interns; (30) Level III Interns			384,600.00
	Sub-total	536,100.00	
ETV Operation: Video tapes, office supplies, art supplies, printing, utilities, films			15,400.00
Instructional Materials @ $70/pupil ($40 instruction; $10 Testing and $20 Evaluation) x 2600			182,000.00
Instructional Equipment (10 Learning Centers			140,000.00
Computer Terminal and Services (2600 x 6.00)			15,600.00
	Sub-total	353,000.00	
Fringe Benefits (10% x $697,350)			69,735.00
Travel (ETV Staff, Consultants General Staff)			12,000.00
	Sub-total	81,735.00	
Evaluation and Dissemination (contracted computed @ 15% of cumulative total) 15% x 1,120,445.00		168,067.00	168,067.00
Indirect Costs (computed @ 8% x $1,288,512.00)		103,081.00	103,081.00
	TOTAL	1,391,593.00	

*The incremental costs in the initial year of operation may be projected for the five-year period with consideration for (1) 10 percent annual reduction due to increased efficiency and reduction of start-up costs and (2) 10 percent annual rate of absorption by participating agencies. (See budget projections for demonstration of this.)

Variables - Funding - Program Inputs

State Agency. State funding is proposed for kindergarten (age five). These will be phased into schools during a four-year period with 25 percent of students added each year. Per pupil state and local pro rata share can follow child from each district to provide full operational cost by end of fifth year.

Tennessee Valley Authority

1. Planning analyses for quasi-laser link TV System (field engineering).
2. Towers for ETV broadcast capability, contribution value (est.) $51,750.00.
3. Architectural analysis--remodeling requirements with School Planning Laboratory.
4. Land for site expansion of Oliver Springs High School.
5. Personnel contributions: (1) planning consultants; (2) educational specialists; and (3) manpower development specialists.

Appalachia Educational Laboratory

1. Packaged materials appropriate for adaptation in early childhood education program component.
2. Packaged materials--scripts, microfiche, videotapes, for occupational information, through reader printers in VIEW script program component.
3. Research and evaluation--consultants.
4. Reading program (researched and tested) for Appalachia materials for adaptation to experimental school complex.
5. Curriculum content development assistance.

The University of Tennessee and Other Higher Education Institutions

1. Utilization of computer center and capability to prepare interactive pupil scheduling.
2. Local systems-University partnership; 3 full-time equivalents or 6 half-time; provide instructional expertise, staff training, evaluation, monitoring and developmental change activity; student interns; technical assistance.

ATTACHMENT: Summary of Roane, Anderson, Morgan County Experimental School for the Oliver Springs area of Tennessee. Contents page of tentative proposal that has already been developed.

I. Title Page and Application Forms
II. Abstract
III. Body of Proposal
    - Introduction
    - Problem Analysis
        - Needs Factors
        - Legal Structure
        - Socio Economic Factors
            - Low Income Families
            - Unemployment and Underemployment
            - Educational Levels
    - Program Deficiencies
        - General
        - Achievement Levels
            - Elementary
            - Secondary
        - Holding Power
        - Enrollment Factors
    - Staff Deficiencies
        - Personnel Data
    - Other Deficiencies
        - Needs and Priorities

Problem Statement Summary
Program Thrusts
Goals: Objectives
General
Specific
Assumptions - Limitations - Parameters
Program Design
General Plan of Action
Program Advisory Committee
Rationale for Cooperative Project in Teacher Training
Program Requirements
Facilities
Enrollment Projections
Organizational Pattern
Administrative Structure
Program Components - Instructional
Basic Organizational Patterns for Program Elements
Pre School Program (ECE)
Elementary and Middle School rogram
Staffing Pattern
School Day Organization
High School Program
Planning
Literature Review
Career Planning
Vocational and Academic Structure
Program Subsystems
Curriculum Materials Development Team
Curriculum and Instruction Center
Service and Dissemination
Administration and Organization
Operation and Control
Preparation of Articles of Agreement
Planning Advisory Committee
Content of Articles of Agreement
Cooperating Agencies
Boards of Education
County Courts
Appalachian Educational Laboratory
Tennessee Valley Authority
Appalachian Regional Commission
Higher Education
State Department of Education
Others
Project Phasing
IV. Project Evaluation
V. Project Budget
Summary
Details

APPENDICES: (A) Literature Review - Needs and Priorities - Appalachian Region; (B) Personnel Data from School Districts in the Tennessee Appalachia Educational Cooperative; (C) Facilities - Oliver Springs Area; (D) Schedule - Sample; (E) Proposal for Exemplary Program in Vocational-Technical Education; (F) Tennessee Appalachia VIEWscript Print Out; (G) Operating Procedures, Duties and Recommendations of the Planning Advisory ttee; (H) Initial Agreements - Boards of Education; (I) Content of Contractual nents

ATTACHMENT H

LETTER LISTING PROPOSALS FOR FEDERALLY FUNDED PROJECTS IN ROANE COUNTY

ROANE COUNTY
DEPARTMENT OF **EDUCATION**

Edward E. Williams, Superintendent
P. O. Box 1067
Kingston, Tennessee 37763
Telephone 615-376-5592

June 29, 1971

Dr. Charles Achilles, Director
Federal Program Workshop
University of Tennessee
Knoxville, Tennessee

Dear Dr. Achilles:

As you are aware, participation in the Federal Program Workshop, has generated the submission of number of proposals to diverse state and federal agencies for funding. The following projects are illustrative of some of these efforts:

Project Funded	Agency	Amount
1) Kingston Community Center	H.U.D.	$385,812.00
2) E.S.E.A. Title VI-A	Local, State, and Federal	$113,933.00
3) Pre-Vocational Center (3 years)	State, Federal	$585,000.00
4) Public Service Careers	E.T.D.D.	$ 17,736.00
Projects Awaiting Funding		
1) Experimental Schools (5 years annual)	U.S.O.E.	$1,750,000.00
2) Exemplary Pre-Vocational Program (3 years)	State, Federal	$ 289,000.00
3) Cooperative Vocational Program, Part G	State	$ 25,000.00
Letters of Intent Receiving Preliminary Approval		
1) Comprehensive High School	A.R.C.	$1,750,000.00
2) Industrial Park	E.D.A.	$1,300,000.00
3) Title VI-B	Local, State and Federal	$ 101,126.00

It is also pertinent to note that program development in E.S.E.A. Title I, Title II, N.D.E.A. III, V are not included in the

above efforts. Needless to say, the Federal Program Workshop activities have greatly enhanced our knowledge and capability in the area of Federal Programs. We sincerely appreciate the active participation the Workshop has provided.

Sincerely,

Roy E. Bowen
Supervisor of Program Development
Roane County Schools

REB:byh